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ABSTRACT

The purpose of this study was to identify the types of library services and materials that are provided to extended in-school suspension schools (n=47) in Georgia. A 20-item questionnaire was designed to gather data to answer the following research questions: (1) Is the extended in-school suspension school large enough to have a library media center? (2) Does it have a full-time library media specialist? (3) Does the local public library assist in giving library service to the extended in-school suspension schools? (4) What types and numbers of audio-visual equipment are available in extended in-school suspension schools? (5) What kind of books (e.g., fiction, non-fiction, reference) does the extended in-school suspension school have? and (6) How do the extended in-school suspension schools rate the quality of their library services and materials? A copy of the survey and cover letter are appended. (Contains 15 references.) (MES)

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ED 370 547

EXTENDED IN-SCHOOL SUSPENSION SCHOOLS IN GEORGIA AND THEIR LIBRARY SERVICES AND MATERIALS

by

DOROTHY J. PARTRIDGE

Presented in Partial Fulfillment of Requirements for the Degree of Specialist in Education in the Department Middle,Secondary Education & Instructional Technology Georgia State University

Atlanta, Georgia

1994

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ABSTRACT

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Dorothy Partridge

Purpose

The purpose of this study was to identify the types of library services and materials that are provided to extended in-school suspension schools.

Methods and procedures

The population for this study was the forty-seven extended in-school suspension schools in Georgia identified with the help of the 1992 Georgia Public School Directory. A questionnaire with twenty questions was used to determine library services and materials in these schools.

Data were compiled and analyzed using the SAS statistical package. Frequencies and percentages were used to report the results.

Results

Thirty-eight (80.9%) of the participants responded to the questionnaire. However, of those that responded only eighteen (47.3%) met the qualifications for an extended in-school suspension school. Fifteen, or 83.3%, did not have a library media center. Seventeen, or 94.4%, did not have a full-time library media specialist. Less than 40% were served by the public library, less than 20% received services from a bookmobile. The schools varied as to the amount of audio-visual equipment that they had. As well, the numbers of books: fiction, nonfiction and research, varied according to the school. Of the seventeen directors that rated the library materials, six , or 35.3%, rated them as excellent, and six, or 35.3%, rated them as good. Of the sixteen directors that rated the adequacy of library services, eleven, or 68.8%, rated them as adequate.

Conclusions

Extended in-school suspension schools receive differing amounts of library services and materials, but appear to have good to excellent materials for student and teacher use. While only three extended in-school suspension schools had library media centers, library services were deemed adequate.

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Chapter I

INTRODUCTION

Overview

In recent years, instead of suspending or expelling students from school, educators have created other ways of dealing with discipline problems. They have started a classroom in the school called in-school suspension.

In the past decade in the State of Georgia, funds have been made available to provide for one class of in-school suspension at every middle and high school in the state. These funds pay the salary of one full-time teacher per school.

However, when an extended time of in-school suspension is needed, students are sentenced to an extended in-school suspension school. Students are sentenced to this school either by administrators of their schools or by members of the Board of Education, following a hearing. The amount of time that a student stays at this type of school ranges from three days for some students to an entire year for others.

The purpose of this study is to identify the types of library services and materials that are provided to extended in-school suspension schools in Georgia.

A study of this subject raises the following questions:

1. Does the extended in-school suspension school have a library media center?

2. Does it have a full-time library media specialist?

3. Does the local public library assist in giving library service to the extended in-school suspension school?

4. What types and numbers of audio-visual equipment are available in extended in-school suspension schools?

5. What kind of books does the extended in-school suspension school have? Are there fiction and nonfiction books? Are there reference books?

6. How do the extended in-school suspension schools rate the quality of their library materials and services?

These questions will be answered by a questionnaire. It will be sent to an director of each extended in-school suspension school in Georgia.

Significance of Study

The significance of this study is that it will provide up-to-date account of the library services and materials to extended in-school suspension schools in Georgia. This information about library services and materials is important to share with other colleagues in the field. The teachers involved in extended in-school suspension schools are very isolated since there is only one extended in-school suspension school per system.

Since these schools are organized in different ways from the traditional middle and high school, they may different types of needs. One different need is the type of library services because the library media center may not be located in the same building.

Delimitation

The study is delimited to extended in-school suspension schools. Since the in-school

suspension classrooms are located in traditional middle and high schools, they have library services provided by their respective library media centers. The extended in-school suspension schools often may not.

Definition of Terms

In-school suspension occurs when students who are suspended from the regular classroom attend class in an in-school suspension classroom in their traditional school.

Extended in-school suspension school is a school that provides an extended time of in-school suspension.

Alternative school is a term for several types of schools. It may mean an extended in-school suspension school, an adult education school, an "Open Campus" school, or an At-Risk Learning Center.

Library services and materials refers to the selection and delivery of the print and nonprint materials that an extended in-school suspension school has available to it.

CHAPTER 2

REVIEW OF THE LITERATURE

The goal of this study is to identify the types of library services and materials that are provided to Extended In-School Suspension Schools in Georgia. The literature does not deal with "library services to In-School Suspension Schools": therefore, the general category of in-school suspension is reviewed in this chapter. The literature review has been divided into (a) an early in-school suspension school, (b) the need and value of in-school suspension, (c) a different type of in-school suspension program: Saturday School, (d) evaluation of in-school suspension programs, and (e) In-School Suspension in Georgia. Most of the literature deals with the need and value of in-school suspension." One study introduced a Saturday school, and only one study came out of Georgia. This chapter presents a review of available literature on in-school suspension.

An Early In-School Suspension School

Stressman (1985) discussed an early example of in-school suspension. He described how in 1974 Liberty Senior High School in Liberty, Missouri made an innovative decision by starting in-school suspension. Some time later, they implemented a Saturday school program for students who violated the school's attendance policy. The

administrative staff, with input from faculty members and counselors, developed self-help packets for students placed in the In-School Suspension program. These packets addressed values clarification, judgments, and decisions regarding the specific infraction that resulted in their suspension. Study skills packets corresponded to the student's academic courses. Students at the Saturday School, assigned there because of attendance problems, were given the general self-help packets. Stressman only mentioned library services. Their school librarian worked closely with the In-School Suspension monitor to provide additional books, magazines, and audio-visual aids.

The Need and Value of In-School Suspension

Parc (1983) and Patterson (1985) explained the need for in-school suspension. Parc (1983) discussed how, in the past, the small number of disciplinary methods in our school systems that were used came from a lack of creativity. He went on to say that most schools range between doing nothing about inappropriate behavior to expelling the student from school. He wrote of a more realistic approach of first talking to an individual student and ending with suspending the student from school for a few days. Between these extremes are other punishments: detention hall, parent conferences, public apologies, service work in the community, temporary suspension from individual classes, and admonitions from higher school authorities. Parc stated that, in reality, except for a stern lecture from an

assistant principal, nothing else is done except out-of-school suspension for rule infractions. He discussed a relatively new program, the In-School Suspension Program. He discussed the Alternative Learning Center (ALC) at James Madison Memorial High School in Madison, Wisconsin which began in the 1979-80 school year. There was no mention of library media materials. He discussed that "equipment and materials were provided by the classroom teacher."

Patterson (1985) added the insight that in-school suspension has advantages for both teachers and students. Patterson discussed how the right of suspension for educators is a safety valve: it is necessary to keep order in a school. She shows how out-of-school suspensions temporarily free the teacher to give more attention to the needs of more serious students. But she says that giving vacations to kids for bad behavior does not solve discipline problems. Often, when students return to school, discipline problems increase. The students are frustrated to find themselves farther behind than when they were evicted from school. Patterson believed in-school suspension accomplishes everything that out-of-school suspension does. It removes the troublemaker from classrooms, halls, and cafeteria. But, unlike out-of-school suspension, it does not reward the student for bad behavior. Therefore, in-school suspension acts as a deterrent. Patterson showed that the policy which is in the best interest of misbehaving students is a rare blend of toughness tempered with love.

Isolation from the other students is the fundamental element in the required toughness. This can be arranged by having a separate, large self-contained classroom where the in-school suspension students report instead of to their regular classrooms. There they can be monitored in their work sent by the regular classroom teachers or assigned by the supervising in-school suspension teacher. Suspended students should not only be isolated from regular students, according to Patterson. They should be isolated from each other in their special classroom. They should be seated as far apart as possible and should not be allowed to communicate with each other in any way.

Students are suspended from school for many reasons. However, Patterson saw many outward manifestations of unacceptable behavior that can be traced to one underlying cause: the students' inability to function in group situations. Not allowing students to interact keeps an in-school suspension room from turning into chaos. Under these isolated conditions, students are more inclined to open up and be sociable with the one human being in the room with whom they are allowed to talk: the adult supervisor. Once this kind of atmosphere has been established, Patterson believed it is possible to tutor or counsel students. These two activities exemplify the love in the policy. Hopefully, they will soften the toughness, so that it does not make the students bitter about the whole situation.

Patterson (1985) did not specifically discuss library materials or services for the In School Suspension Program. However, she did say this:

> Requiring that all assignments be completed makes it imperative that the In-School Suspension room be stocked with a variety of textbooks, supplies, and equipment for several grades and a multitude of subjects. (p. 98)

Patterson included an interesting quotation from one of the blackboards in the In-School Suspension room. It read:

> I am your TUTOR, not your TORTURER, but you must obey the rules since isolation and independent work are what you chose for yourself when you did whatever you did to be sent here. While you are "paying your debt to society", let this experience prepare you academically and/or emotionally to cope with school better when you return to your regular classes. (p. 99)

She concluded that in-school suspension is a workable plan. It is one form of punishment in our society which actually does stress rehabilitation of the offender as much as the convenience and good of the society as a whole. Therefore, one may conclude that Patterson not only shows the <u>need</u> for in-school suspension but also relates the <u>value</u> of in-school suspension.

Like Parc (1983) and Patterson (1985), Wagner (1987) also discussed the need for in-school suspension. She discussed the problem of formulating a discipline policy from a new administrator's point-of-view. She is a junior high principal. She listed a 5-point discipline program that is effective 95% of the time. It includes consistency, continual recordkeeping, communication with parents, on-campus suspension, and positive reinforcement. Point four

is an "on-campus suspension" program. She discussed how an isolated setting is extremely effective. The students can complete their academic work. They can discuss their inappropriate behavior with the supervisor. As well, they are separated from their peers.

Wagner feels that "not seeing friends for entire school days" may be the most effective form of punishment at the junior high level. One may conclude that Wagner sees great value in an in-school suspension program.

Rose (1987) joins Parc (1983), Patterson (1985), and Wagner (1987) in seeing that there is need and value for in-school suspension. He conducted a large study on several disciplinary practices, including in-school suspensions and out-of-school suspensions. This was one of the more recent responses to the problems of out-of-school suspensions and expulsions. ("Recent" in his terminology refers to the past 15 years.)

Different Type of In-School Suspension Program: Saturday School

Adams (1986) discussed a different type of in-school suspension program. At the Yucalpa Intermediate School in California, the Saturday Work Adjustment Program or S.W.A.P. program was implemented. It was conducted on Saturday mornings from 8:00 A.M. through 12:00 noon, with periodic breaks. One of the benefits to the school system was that the school did not lose valuable Average Daily Attendance money each day the student was absent. Adams described the

S.W.A.P. program as meeting on a Saturday, under the supervision of a teacher, where students would perform assigned tasks beneficial to the school. Some of these tasks included the following: picking up trash, weeding, and cleaning up classrooms.

The administration must be careful not to put too many students on S.W.A.P. assignment at one time. One problem with this is that it is too demanding for a teacher to supervise 10 to 13 students working outside for four hours. Therefore, only eight students may be assigned at one time.

In order to place a student in S.W.A.P., a contract must be signed by the parents and administrator. Since this is not an academic type of in-school suspension, there is no mention of library materials or services. Instead, this is a type of in-school suspension where students do custodial tasks on Saturdays for the school.

Evaluation of In-School-Suspension Schools

Hochman and Worner (1987) discussed a study of the students participating in the "Beat It" program, developed for at-risk students at Menchville High School in Virginia. The results show that those students involved in counseling were less likely to be returned to in-school suspension. Those students who did not receive counseling were 13 times more likely to be returned to in-school suspension.

Corbett (1981) evaluated the subject of in-school suspension. In her study of the subject, she asked the question, "Is your In-School Suspension Program fulfilling

the goals initially set?"

During the implementation or revision of an ISS program, a principal should focus on four steps:

1. Provide as many participants and nonparticipants as possible with the opportunity to involve themselves in decision making.

2. Before making decisions train participants about ISS and the available alternatives.

3. Be sure the program and ISS personnel are available to facilitate the feedback system.

4. Be sure there is an efficient system available to communicate routine information and to keep new participants and nonparticipants informed. (p 60)

Short (1988) defined three main types of in-school suspension programs: the academic model, the therapeutic model, and the punitive model. She discussed the "individualized" model as well. This is one that combines elements from the other three. She encouraged the creative administrator to experiment with using the best characteristics of each model. In this way, the fourth model may be used.

Short cited three case studies showing the differences in the first three models. She discussed faculty considerations, expectations for teachers, communication needs, and problem areas. She talked of planning considerations such as location, room arrangement, personnel, and materials.

She presented ideas for launching the program: such as
(a) procedures during referral,
(b) beginning the day,
(c) breaks, lunch, leaving the room,
(d) procedures for handling assignments,

(e) record-keeping requirements,
(f) daily records,
(g) communication with parents,
(h) using the contract, and
(i) evaluation. (pp.27-30)

She included an appendices section containing all sorts of forms, questionnaires, and evaluation forms. This can be helpful to a school system that is beginning to implement an in-school suspension program.

A great deal of the information for Short's monograph came from an earlier study. This was a study ofin-school suspension programs in North Carolina. The research was supported by a grant from the North Carolina Department of Public Instruction and the North Carolina Governor's Crime Commission. George W. Noblit of the University of North Carolina participated in the study. One part of this study is a group of program guidelines gathered from school systems all across the state. Since in-school suspension is a relatively new idea, this part of the study could prove to be beneficial to school systems planning to implement such a program.

In-School Suspension in Georgia

The only resource in the search featuring programs in Georgia came from Thomas County Schools in Thomasville. Thomas County started an in-school suspension program in their middle school in 1984, and the middle school was awarded the 1984 School of Excellence for the state of Georgia.

In 1986, the Thomas County In-School Suspension Program was awarded the Georgia Governor's Award for an Exemplary Program. Since this time, it has become a model and a "training facility" for Georgia. Besides having a written document, they have a videocassette tape entitled "A Step in the Right Direction," which is available to the public.

Only one article, by Blake and Colberg (1976), deals with any type of library media center in an alternative school. But this is an alternative school for potential dropouts, not a suspension school. The authors discussed the ways the library media specialist uses creativity to appeal to these students.

This review of literature shows a lack of literature dealing specifically with library services to and materials for in-school suspension schools. This clearly indicates the need for research on library services and materials for in-school suspension schools.

CHAPTER 3

METHODOLOGY AND PROCEDURES

The objective of this descriptive study was to locate the Extended In-School Suspension Schools in Georgia and to describe their library services and materials.

Population

The population for this study included the public school systems in the 159 counties of Georgia. As well, the public city school systems that exist in a number of counties were included. Forty-seven Extended In-School Suspension Schools were identified with the help of the 1992 Georgia Public School Directory. Directors of the "in-school suspension schools, one at each of these 47 schools, are the population for this study.

Instrumentation

In order to determine the answers to the research questions, a questionnaire was developed (see Appendix A). Items 1, 5, 6, 7, 8, 9, 10 concern the definition of an extended in-school suspension school. Items 2-4 were related to the size of the school in terms of teachers and students. Items 7-9 concerns the length of stay at the school. Item 10 was about the physical plant of the school. Items 11-15 were related to libraries, librarians, and library service. Items 16-17 concerned the collection of

library materials. Item 18-19 related to the adequacy of library services. Item 20 addressed the fact of how library services could be improved.

Research question #1: Does the extended in-school suspension school large enough to have a library media center? This should be answered by question #11 in the questionnaire. Research question #2: Does it have a full-time library media specialist? This should be answered by questions #12 and #13. Research question #3: Does the local public library assist in giving library service to the extended in-school suspension schools? This should be answered by questions #14 and #15. Research question #4: What types and numbers ofaudio-visual equipment are available in extended in-school suspension schools? This should be answered by question #16. Research question #5: What kind of books does the extended in-school suspension school have? Are there fiction and non fiction books? Are there reference books? This should be answered by question #17. Research question #6: How do the extended in-school suspension schoolsrate the quality of their library services and materials? This should be answered by Question #18,#19, and #20.

Demographic information regarding these extended in-school suspension schools is answered by these questions:#1,#2,#3,#4,#6,#7,#8,#9, and #10.

Six library media specialists from the Atlanta area provided expert opinions about the survey. Revisions were made in the questionnaire, incorporating their suggestions.

Data Collection

A survey packet including a cover letter, the survey instrument, and a self-addressed, stamped envelope was mailed to directors of the Extended In-School Suspension Schools in Georgia. Respondents were asked to return the questionnaire by May 22, 1993. It was mailed out out during the first week of May, 1993. It was planned that the non returned respondents would be contacted by telephone and asked again to complete the survey. The plan was to complete the survey over the telephone with those respondents who appeared to have the time to do this.

Analysis of the Data

The data collected were analyzed using approved statistical procedures through the SAS Software Package. The responses to each question were tabulated. The answers were presented in numerical and narrative forms. The subjective answers were reported in narrative form.

CHAPTER 4

RESULTS

The purpose of this study was to describe the library services and materials in the extended in-school suspension schools in Georgia. The population for the study was the public school systems in the 159 counties in Georgia. Forty-seven extended in-school suspension schools were identified. Forty-seven questionnaires were mailed out the first week of May of 1993. Thirty-eight questionnaires were returned. However, 20 of those returned did not qualify as etended in-school suspension schools. Therefore, 18 did qualify as extended in-school suspension schools.

The research questions and the respondents' answers follow.

Research question #1: Does the extended in-school suspension school have a library media center?

Fifteen replied that there was not a library media center. In three schools, there was a library media center.

Research question #2: Does it have a full-time library media specialist?

Seventeen out of 18 of extended in-school suspension schools did not have a library media specialist.

Research question #3: Does the local public library assist in giving library service to the extended in-school

suspension schools?

Seven schools received service from the local public library; while eleven did not. Three schools received service from a public library bookmobile; fifteen did not.

Research question #4: What types and numbers of audio-visual equipment are available in extended in-school suspension schools?

The results are presented in Table 1.

A third of the suspension schools have two televisions each; 27.8% have none. A third of the suspension schools have one videocassette recorder each; 22.2% have none. One overhead projector is found in 38.9% of the schools; 27.8% have two, and 22.2% have none. One video camera is found in 38.9% of the schools; 16.7% have two and 38.9% have none. One computer is found in 27.8% of the schools; 66.7% have none.

Research question #5: What kind of books does the extended in-school suspension school have?

There are differing amounts of fiction books, nonfiction books and reference books in the extended in-school suspension schools in Georgia. The results are presented in Table 2.

Research question #6: How do the extended in-school suspension schools rate the quality of their library materials and services?

Of those questioned 35.3% reported that the library materials were excellent; 35.3% rated them good; 5.9% rated them average; 17.6% rated them as fair; and 5.9% rated them poor.

Of the directors of extended in-school suspension schools in Georgia, 68.8% rated the library services as adequate; 31.3% rated them as inadequate.

Table 1

Audio-visual Equipment

N = 18

Televisions	Frequency	Percent
0	5	27.8
1	4	22.2
2	6	33.3
3	1	5.6
5	1	5.6
11	1	5.6
Total	18	100.0

N = 18

Videocassette recorders	Frequency	Percent
0	4	22.2
1	6	33.3
2	5	27.8
3	2	11.1
11	1	5.6
Total	18	100.0

(Table con't)

Table 1 (Cont'd)

Audio-visual Equipment

N = 18

Overhead projectors	Frequency	Percent
0	4	22.2
1	7	38.9
2	5	27.8
4	1	5.6
5	1	5.6
Total	18	100.0

N = 18

Video cameras	Frequency	Percent
0	7	38.9
1	7	38.9
2	3	16.7
30	1	5.6
Total	18	100.0

(Table cont'd)

Table 1 (Cont'd)

Audio-visual Equipment

N = 18

Computers	Frequency	Percent
0	12	66.7
1	5	27.8
2	1	5.6
Total	18	100.0

N = 18

Word processors	Frequency	Percent
0	3	16.7
1	2	11.1
2	2	11.1
3	4	22.2
4	1	5.6
9	1	5.6
10	2	11.1
15	1	5.6
25	1	5.6
52	1	5.6
Total	18	100.0

(Table con't)

Table 1 (Cont'd)

Audio-visual Equipment

N = 18

Databases	Frequency	Percent
0	8	44.4
1	4	22.2
2	2	11.1
3	1	5.6
8	1	5.6
9	1	5.6
10	1	5.6
Total	18	100.0

N = 17

Cassette recorders	Frequency	Percent
0	13	76.5
1	2	11.8
2	1	5.9
20	1	5.9
Total	17	100.0

(Table cont'd)

Table 1 (Cont'd)

Audio-visual Equipment

N = 18

Earphones	Frequency	Percent
0	6	33.3
1	5	27.8
2	4	22.2
4	1	5.6
5	1	5.6
25	1	5.6
Total	18	100.0

N = 18

Film projectors	Frequency	Percent
0	11	61.1
1	2	11.1
2	1	5.6
5	1	5.6
6	1	5.6
8	1	5.6
20	1	5.6
Total	18	100.0

N = 18

Record players	Frequency	Percent
0	13	72.2
1	5	27.8
Total	18	100.0

(Table cont'd)

Table 1 (Cont'd)

Audio-visual Equipment

N = 18

Cameras 35mm. or Polaroid	Frequency	Percent
0	11	61.1
1	5	27.8
2	1	5.6
20	1	5.6
Total	18	100.0

N = 18

Modems	Frequency	Percent
0	13	72.2
1	4	22.2
2	1	5.6
Total	18	100.0

N = 18

Others	Frequency	Percent
0	14	77.8
1	2	11.1
2	2	11.1
Totals	18	100.0

Table 2

Books

N = 16

Fiction	Frequency	Percent
0	3	18.8
3	1	6.3
10	2	12.5
12	1	6.3
50	5	31.3
100	1	6.3
150	1	6.3
400	1	6.3
500	1	6.3
Total	16	100.0

N =16

Nonfiction	Frequency	Percent
0	4	25.0
3	1	6.3
12	1	6.3
25	4	25.0
40	1	6.3
50	1	6.3
100	2	12.5
150	1	6.3
600	1	6.3
Total	16	100.0

N = 17

Reference	Frequency	Percent
0	2	11.8
3	1	5.9
20	1	5.9
25	4	23.5
50	3	17.6
75	5	29.4
100	1	5.9
Total	17	100.0

Question 20 on the questionnaire was an open-ended question concerning the unmet library needs of the extended in-school suspension schools in Georgia. The following are the verbatim answers to question #20:

1. The library services at our school are minimally adequate. The greatest need of this library media center is to obtain more funding so that more books, materials, and equipment can be provided.

2. The kids could be provided with media to assist with group guidance and problem solving activities. Particularly videobased and written material on topics associated with their particular problem.

3. We serve in and out of school suspended students and students expelled from out system. The amount of Library/Media equipment used by our students, would be found at their respective school sites. And we think it is adequate.

4. Need full-time person and additional funds for materials relative to the ages we serve.

5. The greatest need for the extended in-school suspension program is Library/Media resources. Presently, there is a limited quantity of current up-to-date resource materials. The instructor checks with the teachers and the media spcialist daily to get assignments and resource materials for students housed at the center.

6. Need Services

7. Include a library in our total program.

8. Not sure.

9. Media services are adequate for our facility and our student load. Our availability to four libraries enhances this program beyond the regular school library. Our closeness of instruction and students makes this program more like a one room schoolhouse.

10. We are housed on an elementary campus and serve middle and high school students. If we were housed on one of these campuses the materials, books, etc. would be more readily available to the students. We cannot be housed.

on those campuses because of space availability. However, we have encountered no problems with media in our ISS program.

11. Two years from now I would prefer to have a team of behavior modification specialists at each school who work with the teachers.

12. Our greatest need is for more computers nad computer stations for students.

Twelve out of the 18 directors extended in-school suspension schools answered the question concerning their greatest need. Four said that the materials were adequate; eight, or twice as many, felt that the materials were inadequate.

These answers showed that there were unmet needs in extended in-school suspension schools. There were needs for more funding, more services, more computers and computer stations, more space, more audio-visual equipment, and more resource materials.

One of the extended in-school suspension schools, with a well-developed program, hopes in two years to have a team of behavior modigication specialists who would work with the teachers.

This question on the questionnaire was helpful, because it gave each director a chance to discuss its extended in-school suspension school's greatest need.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

The purpose of this study was to identify the types of library services and materials that are provided to extended in-school suspension schools in Georgia.

Findings

* Three out of the 18 extended in-school suspension schools have their own library media center. However, only one of the 18 schools has a full-time library media specialist. At one school, there is some help half-time, working with library materials. At 15 schools, there is some help working on library materials less that half-time.

* Less than 40% of the extended in-school suspension schools are served by the public library. Less than 20% receive services from a bookmobile.

* The audio-visual equipment in extended in-school suspension schools differs greatly. A third of the schools

have two televisions; a third have one videocassete recorder. Less than 40% have one overhead projector. Less than 40% have one video camera. Less than a third of the schools have one computer. Less than a quarter or the schools have a database for on-line searches. Three quarters of the schools have no cassette recorders. Three quarters of the schools have one set of earphones. Over half of the schools had no film projector. Over one quarter of the schools had a record player; more than a quarter of the schools had a camera, either 35mm. or Polaroid. Almost three quarters of the schools did not have amodem. Almost one quarter of the schools had other types of equipment, but the types were not specified.

* Most of the extended in-school suspension schools had access to some sort of collection of books: fiction, nonfiction and reference works. The numbers of fiction books ranged from three to 500. The largest number of extended in-school suspension schools (five) had fifty fiction books each. The numbers of nonfiction books ranged from three to 600. Four of the schools have

twenty-five nonfiction books. The numbers of reference books ranged from three to 100. Four extended in-school suspension schools had 25 reference books. Three schools had 50 reference books. Five schools had 75 reference books. One school had 100 books.

* Library materials available to students were rated excellent to good by nearly three-fourths of the directors.

* Library services were rated adequate by two-thirds of the directors.

Discussion

Only three of the 18 extended in-school suspension schools in Georgia had their own library media center. However, the minimal library needs of the students were met. As the schools become larger, they will need a library to house these materials and a library media specialist to run it.

Since 60% of the extended in-school suspension schools are not served by the local public library, perhaps there needs to be some efforts on both parts for more cooperation. Public libraries are usually trying to increase

their services to more diverse groups in the community. Perhaps the various extendend in-school suspension school directors not presently served could meet with local public library personnel about service for their schools.

The audio-visual materials in extended in-school suspension schools vary greatly. Some of this may be intentional, in that some schools want to use a lot of audio-visual materials, while others do not want to use them. Some schools feature a very controlled quiet atmosphere that would not be suitable for audiovisual equipment, but for the exception of computers.

Perhaps one area that would be good to increase would be the area of book collections. Often problem students tend to have reading problems. If these with reading problems could be served with a wide variety of interesting fiction books, perhaps some of those problems could be cured. Books can be used effectively in the quiet atmosphere that many extended in-school suspension schools try to have. Books, are unlike

audio-visual equipment, that often distracts students.

Library materials in extended in-school suspension schools in Georgia vary in numbers and yet the majority of directors found them to be more than adequate.

Library services also vary and teo-thirds of the directors found them to be adequate.

However, the Georgia General Assembly has passed a bill in its 1994 session to increase funding for these alternative types of schools, such as extended in-school suspension schools. There are plans to have 80 more of these schools in operation by the 1994-5 school year. This is to be funded by the Georgia lottery. There is to be a four-fold increase in the number of schools.

With more schools, there will be more funds for teachers and materials. In Douglas County, there is a grant proposal already submitted for one of these. This would be in coordination with the smaller one, the Douglas County Alternative School, now in existence. The new schools would meet at night. It would take all the studentsm 16 and older presently housed in the Alternative

School, and move them to the night branch. In the proposal, money was specified for the creation of a library media center and the hiring of a full-time library media specialist.

Application

In as much as growth is fairly certain the area of extended in-school suspension schools, the data gathered in this study will help administrators know a little more of the direction that they should go to strengthen their programs.

The data is original, and therefore is one of the only information available to educators to decide on their needs.

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APPENDIX A

SURVEY QUESTIONNAIRE

QUESTIONNAIRE

EXTENDED IN-SCHOOL SUSPENSION SCHOOLS IN GEORGIA 42

Directions: Please complete this questionnaire and return it in the enclosed stamped envelope.

1. Name of your school_____
2. In which school system?_____
3. How many teachers (not including paraprofessionals) are on your staff?_____

   Paraprofessionals?_____
4. How many students?_____
5. Is your school an extended in-school suspension school? Yes_____

   No _____

   If you checked "yes" please complete the remainder of the questionnaire.

   If you checked "no", please return the questionnaire and the self-addressed stamped envelope.
6. Are students referred to your school after serving time in an In-School Suspension Class at their regular middle or high school? Yes_____

   No _____
7. What is the longest number of days for a stay?_____
8. What is the shortest number of days for a stay?_____
9. What was the average number of days students spent in your school last year? _____
10. Are the extended in-school suspension classes the only classes held in your building? Yes_____

No _____

11. Do you have a library in your building? Yes_____

No _____

12. Do you have a library media specialist assigned to your extended in-school suspension school? Yes_____

No _____

13. Is he/she employed to serve your facility full-time?__

half-time?__

Less than half-time?__

14. Does a public library provide materials and/or services to your extended in-school suspension school?

Yes_____

No _____

15. Does a public library bookmobile service your school?

Yes_____

No _____

16. How much of the following equipment do you have? In the blank spaces, list the number of pieces of equipment you have. (If you are not sure of the exact number, please give your best estimate.)

Example: _3_ Televisions

Number

____Televisions

____Videocassette Recorders

____Overhead Projectors

____Sound-filmstrip Projectors

____Video Camera

____Computers

____Word Processors

____Data-Bases (for on-line searches)

____Cassette Recorders

____Earphones

____Film Projectors (16mm./8mm.)

____Record Players

____Cameras (35mm./or Polaroid)

____Modems

____Others_____

17. Approximately how may of each of the following do you have access to:

____Reference Books

____Fiction Books

____Non-Fiction Books

18. How do you rate the material available to your students?

Excellent__Good__Average__Fair__Poor__

19. Are your library services adequate? Yes__

No __

20. Describe how you think library media services to your students could be improved. Include what you perceive to be your greatest need. (Use the back of this questionnaire for your answer.)

APPENDIX B

LETTER

Box 563.
Avondale Estates, Georgia 30002
May 7, 1993

Dear Administrator:

As part of my Educational Specialist research, I have been studying the subject of in-school suspension. I have narrowed my subject to "Extended In-School Suspension Schools in Georgia and Their Library Services and Materials".

Since these schools are relatively new, new programs are being formed in many places. I am trying to find out what types of library services and materials the extended in-school suspension schools in Georgia have.

Please complete the enclosed questionnaire as accurately as possible and return your completed questionnaire by Friday, May 22, 1993. Please find a self-addressed, stamped envelope provided for your convenience. I truly appreciate your help in providing this information.

Sincerely yours,

Dorothy Partridge
Teacher
Douglas County Alternative School

Enclosures

P.S. As a token of my appreciation for your cooperation in completeing my survey promptly, I am enclosing a <u>free</u> gift: the new Princess Grace commemorative stamp.